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ABSTRACT

Since 1994, the Council of Graduate Schools has awarded the Peterson's Award for Innovation in Promoting an Inclusive Graduate Community to one graduate school each year for the leadership it has taken in modeling practices and programs for the graduate community as a whole. This volume, second in a series, describes effective strategies from award winners and other leaders of inclusiveness in graduate schools. Steps for building an inclusive graduate program through effective recruiting are: (1) setting goals/establishing criteria for success; (2) locating funding; (3) building a case about why the institution is desirable for an inclusive graduate education; (4) knowing where to find prospective students; (5) developing effective networks; (6) offering research opportunities and campus visits; (7) rethinking admissions criteria; (8) securing departmental commitment; (9) reviewing what works and what doesn't; (10) understanding cultural differences; (11) communicating inclusiveness efforts; and (12) diversifying the faculty. Two appendixes list the contributors and the programs. (SLD)

ED 481 451

# Recruiting for Success

## Inclusiveness Series
## Volume 2

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*Council of Graduate Schools*

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# Recruiting for Success

COUNCIL OF GRADUATE SCHOOLS

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# FOREWORD

The Council of Graduate Schools (CGS) is deeply committed to the belief that inclusiveness serves the best interests of higher education and the nation at large. An inclusive graduate community is one that seeks talented students from groups historically underrepresented in graduate education, encourages them to pursue advanced degrees, and provides them with an enriched graduate experience that fosters success.

Since 1994, the coveted CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community has annually recognized one graduate school for the leadership it has taken in modeling practices and programs for the graduate community as a whole. The winners have all implemented innovative reforms in university policies, practices, and procedures aimed to promote inclusiveness. But inclusiveness is not just about winning awards. It's about the hard, day-to-day work of creating an environment that attracts and retains the best and the brightest from historically underrepresented groups and prepares them for work in an increasingly complex world. This book is one of a series of three books that attempts to bring the voices of those who have been doing that "hard, day-to-day work" to a broader audience of Graduate Deans, other academic leaders, and faculty.

The idea of capturing these voices of the winners and "workers" in a new series entitled *Inclusiveness* was born at a meeting of the Council of Graduate Schools Advisory Committee on Minorities in Graduate Education in April 2002. The committee had three major goals in mind: to renew and reinvigorate the discussion about inclusiveness in graduate

education on campuses across the country; to share some ideas that may work at CGS member institutions; and to open up the dialogue for future contributions to this series.

For the purpose of advancing the discussion about inclusiveness, this series provides the vehicle for a plurality of voices. The CGS/Peterson's award-winners represented here, as well as some of the many other institutions committed to the cause of an inclusive graduate community, describe the practices that they have found to be most effective for their particular academic environments. As in any conversation, some may not agree with all of the viewpoints expressed in these books, the views of some may contradict those held by others, and not all of the practices described here will be suitable for every campus and every situation. However, we have decided to represent all of these voices because we believe that the understanding about how to achieve an inclusive graduate community is enriched by a conversation that accommodates a wide array of perspectives and participants. In the spirit of opening up this conversation to all stakeholders, CGS presents these publications of the Inclusiveness Project.

This series is a direct result of the leadership and planning of the Inclusiveness Project Advisory Committee, composed of the CGS Advisory Committee on Minorities in Graduate Education and some of the deans who have been CGS/Peterson's award winners. I would like to thank Cristina González, Chair of the Inclusiveness Project Advisory Committee, for all her hard work and insight, along with the other members of this committee. Of special note is our thanks to Peterson's, part of The Thomson Corporation, for its consistent and generous support of this cause.

Debra W. Stewart
President
Council of Graduate Schools

# INTRODUCTION

*"One of the four core elements of the CGS strategic plan is to advance inclusiveness in graduate education. It's central to our mission, and it has to be central to the fundamental mission of deans."*

Debra W. Stewart, President, CGS

The Council of Graduate Schools Advisory Committee on Minorities in Graduate Education decided in its April 2002 meeting to launch a new series of booklets promoting inclusiveness in graduate education. The topic, last addressed in depth in booklets produced by CGS in the early 1990s, has been updated regularly with papers and presentations at conferences. However, in light of changing demographics, it is time for a summary review. All committee members feel that while some progress has been made, more needs to be done to promote inclusiveness.

## THE CGS INCLUSIVENESS PROJECT ADVISORY COMMITTEE

The CGS Advisory Committee on Minorities in Graduate Education serves as a forum where strategies to enhance diversity, opportunity, and inclusiveness are discussed. This year, the committee took on the inclusiveness project and expanded participants to include members from the CGS/Peterson's award-winning institutions. The members of this Inclusiveness Project Advisory Committee are as follows:

- Cristina González
  Chair, Inclusiveness Project Advisory Committee, former Dean of the Graduate School and current Senior Advisor to the Chancellor, University of California, Davis
- Kweku Bentil
  Dean, School of Graduate Studies, Indiana State University

- F. Douglas Boudinot
  Dean, Virginia Commonwealth University, formerly Associate Dean, Graduate Studies, University of Georgia
- Al Carlozzi
  Associate Dean, Graduate College, Oklahoma State University
- L. Antonio Estevez
  Associate Dean, Academic Affairs and Director Graduate Studies, University of Puerto Rico, Mayagüez
- Roosevelt Y. Johnson
  Program Director, Alliances for Graduate Education and the Professoriate, National Science Foundation
- John A. Koropchak
  Vice Chancellor for Research and Graduate Dean, Southern Illinois University Carbondale
- Lawrence B. Martin
  Dean, Graduate School, Stony Brook University
- Claudia Mitchell-Kernan
  Vice Chancellor, Graduate Studies and Dean, Graduate Division–University of California, Los Angeles
- LaDelle Olion
  Dean, Graduate Studies and Continuing Education, Fayetteville State University
- Suzanne Ortega
  Vice Provost, Graduate School, University of Missouri–Columbia
- Gail Smith
  Acting Assistant Provost, The Graduate School and University Center, the City University of New York
- Frank Talamantes
  Vice Provost and Dean, Graduate Studies, University of California, Santa Cruz
- Vivian Vidoli
  Dean, Division of Graduate Studies, California State University –Fresno
- Debra W. Stewart
  President, Council of Graduate Schools
- Carol B. Lynch
  Vice Chancellor for Research and Dean of the Graduate School, University of Colorado–Boulder, CGS/NSF Dean in Residence 2001

*CGS would like to thank these members for their contributions to this project.*

## THE CGS/PETERSON'S AWARD

Since 1994, CGS, with the support of Peterson's, has provided an award for innovation in the recruitment and retention of minority students. Each year, between 15 and 20 institutions submit proposals detailing their plans for inclusiveness. A selection committee has the difficult task of reviewing these submissions and selecting a winner. The CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community carries a two-year grant of $10,000 that must be matched by the winning institution. Many institutions have found that the recognition that comes from achieving this award is much more important than the financial prize. Indeed, for many institutions, the CGS/Peterson's award has brought focus to new and ongoing efforts to promote inclusiveness. Some have found it useful for enhancing on- and off-campus credibility, as well as for strengthening recruitment efforts. It is widely acknowledged as an award worth earning.

In a seminar at the 2001 CGS annual meeting, CGS/Peterson's award winners presented a "lessons learned" workshop to a standing-room-only crowd. At this point, it became clear that there is a demand for more information among the graduate school community about how to address issues of inclusiveness. Working with the CGS Committee on Minorities in Graduate Education, Debra Stewart determined a need to update the CGS booklets on the topic of inclusiveness in graduate education. Peterson's stepped in with funding for the project, which focuses on what may be transferable from the award-winning institutions and examines the challenges faced by all in the graduate community. Graduate deans often

## CGS/PETERSON'S AWARD WINNERS

CGS and Peterson's have been recognizing innovations in inclusiveness in graduate education on a formal basis since 1994. A list of award winners includes:

1994 California State University–Fresno
1995 City University of New York (CUNY)–Graduate School
1996 Southern Illinois University Carbondale (SIUC)
1997 Oklahoma State University (OSU)
1998 (No winning submission)
1999 Stony Brook University
2000 University of Georgia
2001 University of Missouri–Columbia
2002 University of Maryland–Baltimore County (UMBC)

express the desire to strengthen inclusiveness efforts on their campus, but lack knowledge about "how to get there." These booklets aim to address the why's and how's of inclusiveness.

In this series, *Recruiting for Success* takes a close look at recruiting strategies that work—and some that don't. We have called upon the CGS/Peterson's award-winning institutions to give us examples that may be transferable to campuses nationwide. A consistent theme is the need to build a critical mass of underrepresented students and to work to make recruitment and retention of these students part of "business as usual" at the university.

## THE CHALLENGE OF RECRUITING UNDERREPRESENTED STUDENTS TO GRADUATE STUDY

Recruiting underrepresented minorities is a challenge throughout graduate education—but graduate deans are up to the challenge. Many deans feel a responsibility to help departments look for the best mix of incoming graduate students as well as to ensure that the academic environment provided by the university is one that is rich, stimulating, and intellectually challenging. A diverse student population can add so much to the educational experience—by introducing new insights about academic subjects, broadening the set of research topics, creating opportunities for new and interesting perspectives, and preparing students for a global environment that rewards new ways of thinking. Faculty members can benefit too, as new ideas for the curriculum flourish in this academic arena. New perspectives can inspire faculty to rethink traditional modes of scholarship.

Most of those interviewed for this project agree with Gail Smith of the Graduate Center, CUNY. "The key to ensuring institutional commitment to inclusiveness is leadership at the top—from the chancellor or from the president of the institution. This bully pulpit empowers administrators and faculty members."

Some may see the challenge as insurmountable. For those working in universities far from urban centers and distant from underrepresented populations, achieving a diverse student body may seem a daunting task. What can we do to attract students to our programs? Others may consider the job to be too time-consuming and challenging. What can we do when there is a perception that there are so few qualified students from whom to choose? Some ask, how can we compete with larger universities with

well-established programs? Some wonder about fit. How can we attract and retain minority students when we can't provide a cultural infrastructure on our campus or in our geographic vicinity?

Inertia holds some back, as Orlando Taylor, Dean of Graduate Studies, Howard University, speculates: "Some institutions say we're fine as we are. Others just want more people to sit at the table. They focus only on student recruitment. Other institutions engage in a 'if we build it, they will come' approach. They look at the faculty members and the curriculum. In fact, you have to do it all: a quality educational environment, diverse faculty and students, a quality curriculum, and a hospitable environment."

The thought of implementing this type of a comprehensive, far-reaching cultural change on campus may discourage those who have inclusiveness as one of many items on their "To Do" lists. However, many of the institutions engaged in the inclusiveness effort in graduate education have faced these dilemmas and have overcome them. They have achieved success with a combination of creativity, leadership, determination, and commitment.

> *"Once you've achieved a critical mass, you won't go backward."*
>
> Vivian Vidoli
> California State University–Fresno

## RECRUITING STRATEGIES THAT WORK

Based on the experiences of the CGS/Peterson's award-winning institutions, these are the critical steps for building an inclusive graduate program through effective recruiting:

1. Setting goals/establishing criteria for success
2. Locating funding
3. Building a case about why your institution is desirable for an inclusive graduate education
4. Knowing where to find prospective students
5. Developing effective networks
6. Offering research opportunities and campus visits
7. Rethinking your admissions criteria
8. Securing departmental commitment—in mind, spirit, and money

9. Reviewing what works and what doesn't
10. Understanding cultural differences
11. Communicating your inclusiveness efforts
12. Diversifying the faculty

**Step 1: Set Definite Goals**

*"You need to commit to measurable results."*

David Ferguson
Stony Brook University

The old saying "what gets measured gets done" is nowhere more true than in the quest for a more inclusive graduate population. While many agree that there is no one way to recruit underrepresented minorities effectively, there are some ways to quantify the size of the endeavor and build some motivation and momentum for success into recruiting. Interestingly, even in universities where effective inclusiveness work has begun, key numbers are not always readily available to quantify success or failure. Decision-makers (graduate deans, department chairs, and high-level administrators) must be conversant with the facts. The first step on the road to inclusiveness is to find out where you are. It is critically important to:

- Measure the current numbers of underrepresented students in your graduate program by department.
- Familiarize yourself with key facts about these students: from which institutions and geographic regions they come, how they are doing in the program, their progress toward degree, current evaluations, etc.
- Review the numbers of degrees awarded in the past five years by program.
- Know and share the facts with key stakeholders at your institution.

*"You need to know where you are and where you want to be."*

Doug Boudinot
University of Georgia

David Ferguson of Stony Brook University suggests, "The number of minority Ph.D. candidates should be tracked by department. You need a

complete picture of what's happening: how many minority candidates are enrolled, how many apply, what is the acceptance rate, and what is not effective in your outreach efforts. So, start with the facts." It is also important to engage students in the discussion. A record of student experiences in the institution and in the department can be an invaluable source for recruitment and retention efforts. Dr. Ferguson adds, "The data get the attention of faculty and administrators. The startling facts can sometimes be the basis for productive discussions about what directions might be most fruitful. We don't seek to blame or point fingers, but rather we seek to engage departments."

When setting institutional goals, Al Carlozzi suggests that one can "look at the percentage of minorities in the state, and establish as a goal the attainment of parity with the state." This may be an especially effective approach with land-grant universities that aim to be inclusive of all parts of the population in providing opportunities for higher education and ultimately for contributing to productive endeavors in the state.

> *"It is absolutely vital that we create diversity and inclusiveness benchmarks that can be used to monitor our progress. We can also use these benchmarks and data as indicators of program quality that can, in turn, be used as part of a formula for allocating resources."*
>
> Suzanne Ortega
> University of Missouri–Columbia

Setting definitive goals brings a measure of accountability to the process of building an inclusive graduate community. Charles Cowger, Director of the School of Social Work, University of Missouri–Columbia, explains that the first goal was to match the state population: "In the Fall of 2000, we decided as a school to have a student body that reflected the minority population of the state (13 percent). By Fall of 2001, we made it." The University then set as a goal that by Fall 2002 it would reflect the U.S. minority population of 22–23 percent. With a minority student population of 17–18 percent, the University of Missouri–Columbia has not yet reached that goal, in part due to the state budgetary situation. But their determination to reach parity is still strong.

Along with setting numerical goals, promoting a culture change on campus may be necessary. This means looking for standard bearers who will actively promote inclusiveness in graduate education. John

Koropchak of SIUC talks of the need to "continually identify leaders and administrators who are prepared to foster change to achieve diversity." Many talk about the need to build a team of leaders who can plan and implement programs and people who can promote the ideas and ideals of inclusiveness. Because of turnover in faculty members and staff, it is important to reiterate the important message of inclusiveness. Dr. Koropchak cautions, "Make sure that inclusiveness is on the agenda. As new people come in, the message must be repeated sufficiently."

Scott Bass of UMBC agrees: "Having someone as charismatic and dynamic as UMBC's president, Dr. Freeman Hrabowski, is not a requirement. But to ensure success, the commitment for a successful inclusiveness effort has to be there from the top administration. In fact, UMBC inclusiveness efforts at the graduate level were not initiated in the president's office; they were developed in the offices of the departments and deans. What *is* needed is sincerity, commitment, and the whole team working together. This calls for academic leaders—presidents, provosts, and deans—who have a passion for these ideas of inclusiveness and who are willing to put resources behind their passion."

Institutional commitment is a requirement. Many successful institutions have inclusiveness as part of their mission statement. According to Gail Smith, "At the CUNY Graduate Center the hallmark is access and excellence, joined with diversity." Some schools have a tradition of supporting a multi-racial, multi-cultural learning experience. John Koropchak notes that Southern Illinois University has been involved in promoting diversity since the 1800s, and in particular promoting opportunities for minority students and women. Part of campus history includes the experiences of a former president of the university who was appalled to find restaurants in town in the 1950s that wouldn't serve African Americans. His response was to prohibit anyone from the university from visiting those restaurants. *He* set the tone of inclusiveness by excoriating discrimination. SIUC has built on that tradition by creating linkages with HBCUs, inviting academic officers to campus, and proactively recruiting students. In the 1990s, SIUC began to develop minority fellowship programs and has continued to enhance these programs with comprehensive plans that include mentoring, faculty involvement, and personal support for students. Dr. Koropchak mentions that one Assistant Dean, Pat McNeil, is "the central advocate for this program. She's wonderful. She knows the students and works with them on a routine basis. She helps them maintain their educational compass

and remember why they're here. She motivates students, and with her personal connection, she is the touchstone of our inclusiveness efforts." (See Sidebar on page 22.)

Once there is a basic understanding of the graduate school's goal, and a shared commitment to the tasks involved to achieve the goal, the next step is to know the size of the prospective pool of talent. As shown in the National Center for Education Statistics table below, the number of underrepresented minorities earning bachelor's degrees has been steadily increasing for the past twenty years.

**Underrepresented Minorities Earning Bachelor's Degrees**

| | |
|---|---|
| 1980–81 | 86,098* |
| 1990–91 | 106,466 |
| 1995–96 | 156,424 |
| 1996–97 | 163,403 |
| 1997–98 | 171,963 |
| 1998–99 | 180,532 |
| 1999–2000 | 191,565 |

* Number of bachelor's degrees conferred by degree granting institutions, including the following ethnic groups: African American, Hispanic, American Indian, and Alaskan Native. U.S. Department of Education. National Center for Education Statistics. *Digest of Education Statistics, 2001.* NCES 2001-034, by Thomas D. Snyder. Washington, D.C., 2001.

Programs like the Louis Stokes Alliances for Minority Participation Program and the Ronald E. McNair Post-baccalaureate Achievement Program help underrepresented students pursue undergraduate degrees. Most of those who have been successful in recruiting for inclusiveness reject the idea that the pool is too small. Notes David Ferguson of Stony Brook, "There's been a tremendous amount of work done in the last decade relative to undergraduate students in the sciences. There is a larger pool of qualified candidates. People say it is very difficult to find candidates. There are lots of minority students with baccalaureate degrees—far out of proportion to their representation in graduate programs. Many of these students could do graduate work. But how do you support students, and increase the likelihood they will succeed?"

The real question is not "what are the numbers?"—but why underrepresented minorities do *not* pursue graduate education. More and more, graduate deans who are working for inclusiveness find that they must promote the idea and ideals of graduate education to underrepresented

## MCNAIR—A PIPELINE PROGRAM THAT WORKS

*"The McNair program, which focuses on low-income and first-generation students, has done a better job than any national program in the context of confronting these problems head on and having huge success in terms of the pathways these students follow."*

Peter Syverson
Vice President for Research
and Information Services, CGS

The CGS/Council for Opportunity in Education McNair Placement Program is a project designed to inform graduate schools about a talented pool of potential graduate students and to encourage deans to tap this pool. CGS and the McNair program initiated this project to send, on disk, the names, addresses, and majors of 1,860 rising seniors participating at 156 colleges in the Ronald E. McNair Post-baccalaureate Achievement Program to deans at 414 graduate schools. The 156 federally funded McNair programs provide graduate school preparation for low-income students and for students who represent the first generation in their families to attend college. Many of these are also minority students. Currently, 156 McNair programs enroll approximately 3,750 juniors and seniors, of whom 2,600 also are minority students. Approximately 4,000 former McNair fellows are now enrolled in graduate programs. The project is advised by a joint committee of CGS deans and McNair directors.

See Appendix 2 of this book for contact information for this and other programs that support inclusiveness efforts.

minorities. They must create an interest in graduate work and an appreciation for its rewards—intellectually, societally, and personally.

**Step 2: Locate Funding**

*"There is no substitute for financial support. If you don't have it, building community doesn't matter. There is no more important component than financial support."*

Earl Mitchell
Oklahoma State University

All interviewed agree that funding is the most critical piece of effective recruiting. Recent anti-affirmative action efforts in some states have made specific directed funding of minority students difficult. Other states are not operating under such decisions—but deans worry that institutions often "err on the safe side" by not providing special funds. Notes Earl Mitchell of Oklahoma State University, "Oklahoma is not subject to the Hopwood decision, but some in the division of higher education have eliminated our social justice minority program funding—anything that seems to be race-based—as a defensive move. I think you should do it [continue funding minorities] until someone challenges you." Some have relied on the following ways to secure funding for underrepresented students:

- Aggressive use of federal funding
- Solicitation of private funding
- Allocation of resources from central administration—targeted to programs with underrepresented students
- Grants from central administration matched with departmental funds
- Funding from special groups. For example, some Native American tribes provide education funding, housing allowances, and medical services

Institutions just beginning an inclusiveness effort may find that financial support is the key to accessing underrepresented students. By creating fellowships and assistantships to achieve the institution's goal of a more diverse graduate population, universities may be successful in attracting students—even as they compete for them with more established programs. It will be extremely important to retain these students and build a system for success so that subsequent recruiting efforts will include the component of community as well as funding.

Collaboration between individual departments and graduate school administration can be a crucial way to extend dollars. Many of the award-winning institutions have matching programs that work to enhance inclusiveness. Suzanne Ortega of the University of Missouri–Columbia comments, "We have a competitive program that allows departments to apply for up to four supplemental graduate stipends to use as add-ons to regular department research or teaching assistantships." According to Dr. Ortega, "Programs are selected on the basis of a variety of quality indicators, including their efforts (and successes) in recruiting, retaining, and placing a diverse student body."

Aggressive advocates for inclusiveness are always on the lookout for new and increased sources of funding. Earl Mitchell of OSU

comments: "It's important to have a cooperative partnership—with the institution, the state, federal government, and private sector participating." He adds, for his institution "the Gates Millennium Scholars program is most important—and the Howard Hughes support is excellent, supporting math and science students . . . . Ford Foundation grants also support graduate students. In order to be inclusive, look for funding." For institutions with no track record in this area and very little to draw underrepresented minorities, applying for funds is an important first step.

Dr. Mitchell also has high praise for other programs that help build the talent pool: "The Louis Stokes Alliance for Minority Participation (LSAMP) program, sponsored by the National Science Foundation, is a good feeder program for graduate schools because it graduates a critical mass of underrepresented minority students (African Americans, Hispanics, Native Americans, and Pacific Islanders) who are eligible for graduate degrees. The McNair Program is another excellent source of potential graduate students who are from economically disadvantaged backgrounds. Thus, the federal presence is extremely important in developing programs to include underrepresented groups in graduate programs."

Sometimes funding is available for students but because of a lack of knowledge or communication, opportunities are missed. Jack Vitek of OSU recommends that you make the effort to know your students; you may be able to help them secure financial help. He adds: "We had a Native American student in our environmental sciences program—he was Cherokee. When I asked him about this and he confirmed it, I said, 'Not telling us could have cost you $6,000 a year.' The state had money earmarked for Native Americans. If we hadn't paid attention, we'd never have known he was Cherokee and eligible for this financial support."

### Step 3: Tell Students Why They Should Come to Your Institution for Graduate Study

Just as consumer marketers must think in terms of product benefits and target audiences, so too must universities that wish to promote their graduate programs to underrepresented minorities. Many institutions are competing for the same students. You must look at your institution "from the outside in." What does an underrepresented minority student see? What is it about your institution that would be most appealing to this targeted group of students? Take the time to identify what you have to offer academically, socially, and financially. Take stock of quantifiable aspects of your programs: research opportunities, minority and majority student success rates, funding options, mentoring availability, innovative and inclusive curriculum, diverse faculty, career placement, etc. Identify the intangibles: a welcoming campus atmosphere, an energized academic

environment, commitment to inclusiveness on the part of students, faculty, administrators, and staff—anything that will cause your institution to stand out for a prospective student. Our CGS/Peterson's award-winning deans believe this is the information that must be used to build the case for attracting underrepresented students to your campus.

Once you have identified and built your "case for inclusiveness," present it to administrators, department heads, faculty members, and staff. Incorporate their input into the final product. Through this process you expand ownership and build confidence in others on your team that you can and will be effective in moving to a more inclusive environment.

One way to convince underrepresented students that your institution will be a desirable place for them to pursue graduate study is to leverage the experience of your undergraduates. If you have a diverse undergraduate student body, you may have a good foundation upon which to build an inclusive graduate population. At the City University of New York, reports Gail Smith, the CUNY Pipeline Program recruits undergraduates from its senior campuses and offers a structured research program that prepares talented underrepresented students for graduate education and the professoriate. Many students apply to and are accepted into doctoral programs at the CUNY Graduate Center. Further, minority doctoral students, who teach as adjuncts on the undergraduate CUNY campuses, make excellent recruiters and serve as role models.

Use the student associations on campus to spread the word about graduate opportunities. Current undergraduates may introduce friends or relatives to your graduate opportunities. Know about *all* graduate opportunities on your campus. Familiarize yourself with research opportunities and grants available throughout your departments. John Koropchak at SIUC takes the message of graduate education at his institution to prospective students—before they even know they are prospects: "We have developed a cadre of faculty, administrators, and staff who operate as mentors and workshop facilitators. We have a retired African-American Army Colonel who runs workshops throughout the year to expose undergraduates to graduate program opportunities."

An increasingly difficult challenge on campuses nationwide is how to attract and retain domestic minority—and majority—engineering students. Earl Mitchell of OSU describes a frustrating experience when graduate engineering study came up against the values of corporate America—and lost: "We had an African-American student, with a 3.5 GPA, high GREs, geared to graduate school—who took a job at IBM. The company will send him to graduate school—not for an engineering degree, but for an MBA. By taking this offer, the student's career path changed drastically." Some deans

express the view that the culture of undergraduate programs in engineering on many college campuses does not produce graduate-bound students. They argue that the focus is on consulting, not so much on research. The best American students often go to industry.

Doug Boudinot concurs: "Our students in engineering are going to get good jobs with a bachelor's degree in engineering." But Dr. Boudinot recognizes the need to build the research and scholarly workforce of tomorrow: "It's our role as graduate deans to promote graduate education, not just on our campuses but across the country and to get domestic students to come to your campus. It can be done. My academic unit was made up entirely of international students. Now, it's 60 percent domestic and it's in a quantitative area. We haven't lost anything. We've gained by diversifying the program."

**Step 4: Know Where the Prospective Students Are**

In recruiting for inclusiveness, knowing where prospective students are requires that you study the geographic distribution of targeted students. Some set specific geographic limits on recruiting efforts. One creative example is from Oklahoma State University, as Earl Mitchell reports: "Three of our professors were pilots and shared a small plane. We would fly together to small schools within a 100-mile radius of our institution. We put pins on the map where our students came from. The university paid our mileage, our pilots got flying time—and I went along. The four of us would recruit by meeting with faculty and prospective students."

Another integral part of recruiting underrepresented students is to understand their mindset, their level of interest in graduate education. Many of those interviewed for this project say that students from underrepresented groups need to be "sold" on the idea of graduate education. Notes Jack Vitek of OSU: "Reach out to the students, leave nothing to chance, and present opportunities to qualified people. We will help them become successful, take them down a path, and present them with an opportunity they hadn't thought of before. You have to open a lot of people's eyes to the idea of graduate education. It may not be an expectation for people in their family or in their culture."

Some feel that the time required for a Ph.D. delays for too long the opportunities of "real life"—job, family, home. This obstacle is intensified when students from some underrepresented groups find less-than-enthusiastic support from their families and close friends. Knowing that a prospective student may be choosing a difficult path culturally is an important component of "knowing where they are."

Often, presenting the option of graduate school along with the means to afford it is an effective recruitment tool. Dr. Vitek of OSU talks

about such an approach: "We had a program where we recruited minority teachers with master's degrees from high school and grade school teaching assignments and started them on the path toward doctoral degrees. We gave them a stipend to replace their pay and helped get them started. Many had been interested in pursuing the doctoral degree but never had the resources, especially the time, to do it." One of Dr. Vitek's colleagues found suitable candidates as he networked through teachers placed in teaching positions in Tulsa and Oklahoma City: "Most of the individuals selected had master's degrees, some had done advanced work, and were recommended by their superintendent. When people learned about the program, it planted the seed. While some science teachers pursued a Ph.D. in botany or another scientific discipline, the program was most successful with teachers with a master's degree in curriculum going on for a doctorate in education. The only frustration is with those who can't continue—almost always because of personal reasons, such as financial or family-related stressors."

Vivian Vidoli recommends that in addition to being visible to potential students "early and often, you need to show a pattern of support—not just dollars. You need to convince students that they need to go on for their own benefit. . . . We work with community colleges, we get students to transfer here, and then we talk them into graduate education."

**Step 5. Develop Effective Networks for Recruiting**

Interestingly, the most successful programs in recruiting for inclusiveness are grassroots. They involve personal contact between individuals in the graduate program and those in the world of the prospective graduate student. Grassroots efforts must target students early and be implemented consistently. Most agree: don't wait for students to apply. Start early, be aggressive, and reconnect on a regular basis.

> *"We work with a network of other institutions that know what we have to offer. Most departments are interested in trying to do a better job. It's important to get inclusiveness on their agenda. The department can play an active role in attracting particular students."*
>
> David Ferguson
> Stony Brook University

**Contact Your Potential Scholars**

Nothing is more important than early and frequent personal contact with prospective students. At least two of the professionals interviewed for this project invoke the "coach analogy." Coaches start early, identify prospective players, keep track of their progress, and court them. As Vivian Vidoli of California State University–Fresno comments: "Coaches don't wait around for the students to graduate. Coaches begin to recruit prospects early, stay in contact with them, and expand the talent pool." Dr. Vidoli warns that it is foolish to narrow your search too much: "Don't think small. Don't merely compete to get the best academic achievers. You haven't done anything to expand the talent pool. We look for fit, for who will do well academically. Some may meet the standards based on grades and test scores—but will they fit?"

Tony Capomacchia of the University of Georgia also uses the coach model: "Find your prospects, tell them you like and admire them, talk to their family about graduate education, and communicate. Trust is important. Will the student and his/her family trust you at a predominantly white institution? Phone calls and letters are fine, but personal contact is much better. We drive within a 10-hour radius of the University of Georgia. We stay with students and friends to save money. We go to graduate fairs, professional meetings, HBCUs, and predominantly white institutions." Personal contact often yields important insight into the students' thoughts and aspirations. "We meet students and talk about our programs. How badly does the student want to pursue a graduate degree? Badly enough to get out of their comfort zone?" In both cases, these "coaches" identify a large enough pool of talented players that if one does not come to the team, there are others available. Personal contact in this scenario is critical.

> *"Do not wait for students to apply. We welcome CUNY undergraduates to seminars at The Graduate Center and to various symposia where doctoral students are present. We invite them in—it's a natural process."*
>
> Gail Smith
> CUNY Graduate Center

**Contact Faculty at the Institutions Where Prospective Students Study**

Many involved with effective inclusiveness efforts speak of the personal relationships they have developed with faculty at "feeder institutions" for

# RECRUITING IS AN ONGOING AND COLLABORATIVE EFFORT

**An Interview with**
**Dr. Scott A. Bass**
Dean of the Graduate School and Vice Provost for Research & Planning
and
**Dr. Janet C. Rutledge**
Associate Dean of the Graduate School
University of Maryland–Baltimore County
2002 Winner of the CGS/Peterson's Award for Innovation
in Promoting an Inclusive Graduate Community

At UMBC, to recruit underrepresented minorities, we have a concept of long-term institutional partnerships—built on institutional affinity and mission compatibility. We identify subject areas and niches where we can mutually benefit.

We have some special recruiting initiatives:

- Our program with Stony Brook University involves an exchange at every level. We have 8 departments involved; we are developing arrangements for faculty and student exchanges.
- Through the Graduate Horizons program, we bring students to campus to show them the university and to encourage them to pursue graduate education.
- We have developed a partnership with Howard University's Preparing Future Faculty program. We work with the highest-level advanced doctoral students that they place off campus.

Many institutions wonder—how do you get started? Our programs with Stony Brook, for example, started with a person-to-person interview at the dean or president level. This is where we gain understanding of the congruence of our goals and mission. Then, you need the administrative wherewithal to broker the process.

On an ongoing basis, we work with four-year colleges and offer good placements for students who are used to a supportive atmosphere. We have summer undergraduate research experiences that offer enrichment and the opportunity to work with faculty and graduate students in a supportive environment. It's a win-win situation. The win-win differs by institution: for Stony Brook, there are linkages at all levels; for a four-year college, it's good placement for their students in a nurturing environment.

Ties with other institutions sometimes work, and sometimes they don't. Students are encouraged to apply, but naturally they are not always admitted. If there's no communication and follow through, such institutional arrangements break down. It works best if faculty develop relationships by working

*(continued)*

together to ensure program compatibility and have students begin attending courses and conducting research while still at their undergraduate institution. There is a real need for collaborative feedback throughout these programs.

We go after top students at HBCUs and other minority-serving institutions as well as small four-year institutions. You need to create an environment where the student can develop the tools to adjust to the culture of graduate education, specific departments, and individual faculty members.

What are the major obstacles we see? Of course some students will say they are burned out on school, burned out in general, and want to work for a while. They may have a misunderstanding about graduate school. They hear rumors of unemployed Ph.D.'s or limited opportunities for Ph.D.'s.

The Graduate Horizons Program brings students to campus and exposes them to opportunities at UMBC. They learn about the benefits of having a Ph.D. and are given tips on getting through here—or anywhere. They visit departments and speak to faculty and current students. They are informed about careers available to Ph.D.'s—beyond UMBC. Many undergraduates never get that kind of exposure.

A lot of undergraduates go to the placement center on their campus but they see no advertisements for Ph.D. jobs. They don't understand about the one-to-one recruiting that is done for Ph.D. placement in industry. The majority of science and engineering Ph.D.'s go to industry. They need living, breathing examples that their assumptions are wrong. One master's degree Latino student expressed worry that there were few jobs for a Ph.D. in his field. Our president, Freeman Hrabowski, gave encouragement by explaining that as a proud Ph.D. engineer, this student would be able to influence many people.

To find students for your inclusive graduate program, look at institutions that have results. Look for universities in the state, region, and nation that produce students in the disciplines where you have graduate programs. Use national data to find the undergraduates who succeed in graduate programs.

Another source is student networking. UMBC's Meyerhoff Scholars get to know other high-achieving scholars from around the country, and they exchange information among themselves about schools and programs. Because of communication from our Meyerhoff Scholars, who are exceptionally talented students at UMBC, we are a known entity and are seen as a school with opportunities. Our undergraduates have turned out to be our best ambassadors.

UMBC emphasizes recruiting—and faculty involvement in recruiting. Some suggestions include focusing on undergraduates at research conferences and helping undergraduates make presentations and go to conferences. People who attend these presentations never dreamed that such talented students were available and they tell their colleagues—you've got to go next year!

graduate programs. If these faculty members know enough about your program and what types of opportunities it offers, they can help you identify hot prospects. Teaching alumni from your institution may be your first and best source of referrals. Who knows better the environment, the academic opportunities, and the potential for professional growth that your campus offers?

It's important to ensure that the faculty who may recommend students to your program know about its rigors and requirements. Linkages can work. But sometimes even the most well-meaning connections fail. Lawrence Martin of Stony Brook University comments: "Not all undergraduate degrees indicate preparation for graduate school. I know of a school that didn't prepare students well for graduate study. The students were hard working, they planned very well, they were organized—but they just didn't know how to study. They had the potential to be outstanding, but with some courses they didn't know what to do to get their grades up to stay in the program. You need to find feeder institutions with people who care. Make sure *their* students are prepared for the course work at *your* institution."

**Develop Linkages with Historically Black Colleges and Universities and Other Targeted Institutions**

Frequently mentioned sources of qualified undergraduates are HBCUs. Notes Tony Capomacchia, University of Georgia, "North Carolina A&T is a good feeder school for us. They train the master's students, we offer the doctoral program. The benefit of building bridges with schools like NC A&T is that the students come to us with master's degrees; they've had graduate training; they know how to do research." SIUC forms relationships with grassroots organizations and articulation agreements with Native-American Tribal Colleges and HBCUs to increase its access to underrepresented populations. Students are guaranteed financial support if they meet admissions criteria.

**Support Faculty Efforts in Recruiting**

It is important to get faculty involved in the search for qualified individuals from underrepresented groups. Some institutions find it helpful to encourage close collaboration in recruiting efforts that involve faculty members and graduate school staff. Others have faculty members representing multiple departments on recruiting trips. Representatives must be prepared to speak intelligently about what the institution has to offer---both in their own programs and in the graduate school as a whole. Targeted faculty visits pay dividends. Suzanne Ortega of University of

Missouri–Columbia recommends, "Get faculty involved. We identify a cluster of institutions and focus our recruitment efforts. We look for good partners, and we have faculty visits back and forth." Doug Boudinot of the University of Georgia suggests that the power of faculty influence is strong: "We meet with students, we meet with faculty, we develop relationships with faculty. They will ultimately guide students where to go for graduate school. If they know who you are, that you're okay, they are more likely to get students to apply to your institution."

This exposure helps both institutions identify potential candidates—and strengthens faculty ties that can pay dividends with future referrals. In a recent event at Stony Brook University, the graduate school strengthened its ties with the University of Maryland, Baltimore County, by having both a student and faculty exchange. A panel of Stony Brook graduate students from underrepresented groups shared their experiences about graduate school with students and faculty from UMBC; the president of UMBC, Freeman Hrabowski discussed the benefits of inclusiveness. Faculty and students attended workshops, labs, and classes to exchange ideas and build the network that connects these two institutions. A highlight of the day was the formal opening of the Center for Inclusive Education by Stony Brook's President Shirley Strum Kenny. This resource center is a "brick and mortar" commitment to inclusiveness. It's a visible sign to students, faculty, and staff of Stony Brook's efforts to attract and ensure success for its diverse student population.

**Engage Your Graduates to "Model the Message"**

Nothing makes the prospect of life as a graduate student more real than to meet with students in the department who are similar to you. Current students and recent graduates have tremendous outreach potential. John Koropchak of SIUC often has students who are working in SIUC graduate programs return to their alma mater to recruit.

> *"One approach in recruiting is to keep in contact with your graduates and go where your graduates are teaching. They will look for students. The direct personal touch is important. Be sure to use your alumni; they are teaching at many different schools."*
>
> Earl Mitchell
> OSU

Vivian Vidoli recalls the time an African-American graduate of California State University–Fresno's master's program was admitted to a good,

strong Ph.D. program in another state: "He arranged for a formal lunch and invited many of us to be his guests. With tears in our eyes, we listened to him talk about the profound change we had made in his life. He had the academic background to succeed, but he wanted to show appreciation to the faculty who had helped him." Dr. Vidoli adds, "Now he serves as the spokesperson for graduate education in his community. Our goal is to make these efforts self-sustaining."

**Personal Networking Means Sweat Equity**

The hard work of recruiting is the regular effort to develop and maintain good relationships with faculty and staff at feeder institutions and with community groups and grassroots organizations. It's important to ensure that your network is up-to-date on your programs and research opportunities. Creating credibility for yourself as a recruiter—and for your institution as a desirable place for graduate study—is important and often personal. "Students don't care what you know until they know that you care," states Gail Smith of the CUNY Graduate Center. Sometimes showing that you care means going the extra mile to pursue a candidate, as Tony Capomaccia at the University of Georgia found: "We recruited a student who had walked around our school, had a friend in the College of Education, and was working (in industry) in genomics. He had a high GRE but had been a playboy in college with a low GPA. In his early thirties, he thought he'd lost his chance. We were interested. He's an example of a 'diamond in the rough.' When we repeatedly tried to contact him with no response, I called his mom. He called right back. He said he didn't know I was serious until I called his mom."

Grassroots community groups (churches, social groups, professional associations) may be helpful in identifying talent from underrepresented groups. Undergraduate clubs and organizations as well as graduate student associations on targeted campuses can also assist in "prospecting." One should use a variety of avenues to get the word out about graduate education opportunities, including students, community papers and other media, community groups, Black ministry, etc.

**Step 6: Offer Research Opportunities and Campus Visits**

Research opportunities are a way to get to know juniors and seniors when you are in a position to influence their choice of graduate school. Part of a successful recruitment effort is convincing the student that he or she could survive and thrive at your institution. The University of Missouri–Columbia brings underrepresented students to campus on multiple occasions. When they are sophomores and juniors, they receive a

# "NURTURING IS MY PASTIME—I DO IT 24/7!"

**Pat McNeil**
Assistant Dean of the Graduate School
Southern Illinois University Carbondale

It starts with creating awareness of graduate study opportunities. It's all about getting undergraduates to think early—as early as their sophomore year—about graduate education. Through our Identifying Potential Scholars Program, I have grassroots assistance in recruiting undergraduates in Illinois and its contiguous states (Kentucky, Indiana, Iowa, Michigan, Missouri, and Wisconsin) for graduate study at SIUC. If one of these grassroots organizations calls me and tells me that they have identified a student who is an excellent candidate for graduate study, I call the student and invite him/her to campus. I match them with a student in the program and they get a full-blown campus tour. They meet with the Director of Graduate Studies and deans.

Our Developing Scholars Program offers an intense one-day orientation to sophomore and junior students that emphasizes the advantages of graduate education and provides resource material and information on the procedures for admissions, registration, financial aid, and taking national examinations. Fellowship recipients serve as workshop coordinators. We interact with 50 undergraduate students each year. If they participate in 2 of 5 workshops and a summer research program as well as have a referral, we invite them to some graduate workshops on grant writing and to informal socials. We are sensitive to them—and we request faculty to be sensitive to them. We stress the importance of staying on top of their academics. Attractive GPAs and strong preparation for advanced degrees, best achieved in the sophomore year, are a must to secure fellowships and assistantships.

Under SIUC's Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT) program, the Minority Alliance component is a collaboration agreement with twelve Historically Black Colleges and Universities and four Tribal Colleges. Alliance members and their graduates are provided advance notification of new and continuing financial assistance programs, invitations for paid campus visits, and opportunities for faculty exchanges and partnerships on research/grant projects. They in turn refer students to us. Sometimes it's difficult to recruit Native Americans because they tend not to migrate too far from their home site. In addition to elaborating to the prospective student how well he/she will be received here, I frequently have to "recruit" their family members and assure them that appropriate mentoring networks are in place. At least one fellowship is set aside for these groups—they need to compete for it like any other student would. We meet with students personally to ensure that they understand the expectations of the fellowship because everyone has to be admissible and has to have the credentials.



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Another PROMPT component, Preparing Minority Professionals for the 21st Century, is a program for administrators and faculty teaching with master's degrees at partner institutions to pursue terminal degrees or advanced training at SIUC. They receive visiting faculty status and clerical support, a tuition and fee scholarship, University teaching and collaboration on research proposals, housing, and office/laboratory space. They also get a coveted house "blue decal"—highly valued because it gives the bearer faculty rights to park anywhere on campus! I like to say PROMPT provides help from the cradle to the grave. It starts at the undergraduate level with considerable attention and nurturing and develops the fertile ground necessary to produce the fruits of graduate study.

The fellowship component of the PROMPT program represents a mutual effort with the collegiate units to provide financial assistance packages and a tuition scholarship for two consecutive years to master's and doctoral students. While on half-time assistantship appointments, Fellows commit 20 hours per week to teaching or research activities. The Minority Fellowship Office supports one student for each student supported by the academic department, resulting in a "1+1" match. We outline expectations as well—two years for a master's degree, four to five years for a Ph.D. With an 89 percent graduation rate, the time we invest in their lives pays off.

As the Campus Liaison, the Minority Fellowship Office has the administrative responsibility to manage two state of Illinois–funded programs: the Illinois Consortium for Educational Opportunity Program (ICEOP) and the Illinois Minority Graduate Incentive Program (IMGIP). IMGIP is a doctoral-level fellowship program aimed specifically at increasing the numbers of underrepresented groups on Illinois faculties and professional staffs in life sciences, physical sciences, engineering, computer science, and mathematics. Annual fellowship packages include a handsome stipend plus an allowance for books, supplies, and travel for up to three years. IMGIP was created for the explicit purpose of increasing the "number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards." Fellows are selected through a statewide competition from students already admitted to a graduate program at a participating institution. Thirty-four public and private institutions of higher education are involved in this joint venture to enhance diversity.

We even take the stress out of relocating with funds for transportation. Our goal is to make each academic unit like the greater community. We always try to use some type of matching arrangement with graduate deans. The first year is a true fellowship for the student who receives an 11-month stipend and a full tuition scholarship. This helps them get ready and acclimated to graduate school without the pressure of teaching right away. The second year is an assistantship—the department will enjoy supporting the student.

*(continued)*

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We have several major social events—a fish fry and a mid-year progressive holiday dinner—that are held at faculty and staff homes. Students can see and interact with faculty on a different level. We have a dedicated scholar presentation with cash awards of $500, $400, and $300. One recent winner told me that the award "validated her existence." We invite the provost, chancellor and president to the reception for the winners; it makes them feel good—and valued.

Recruiting is time consuming, but once internal and external networks are in place, it works. I work at this 12–13 hours a day—calling prospective students at home in the evening. I call faculty in the evening as well. I called to invite one doctoral prospect who had been highly referred for a two-day visit. A faculty member traveled with me to pick her up at the airport. On the return trip, she said, "I have never been recruited like this in all my life." Recruitment of this type is needed in the quest for talented students. It's not enough to have the door open—you have to be at the door, beckoning students to enter.

full campus visit, and there are spring visits in their senior year. "We cultivate students over a period of time," notes Suzanne Ortega.

Adds Earl Mitchell, Oklahoma State University, "Many minority students have no idea what's out there in terms of opportunities in graduate studies. It's important to get kids prepared for graduate school, to expose them to good research experience while undergrads."

All graduate students have to be prepared to work, to be ready for the intellectual rigors and research challenges of graduate study. The Graduate Center at CUNY has contact with six community colleges and eleven four-year institutions to give the students some idea of what pursuit of a Ph.D. involves. Gail Smith comments that CUNY "has provided research opportunities to talented undergraduates that prepare them for doctoral study. Undergraduates who participate in the CUNY Pipeline Program come to The Graduate Center during the summer and engage in research that culminates one year later in the completion of a senior thesis under the direction of a faculty mentor. In the course of their research, undergraduates come to know the major journals and key databases in their fields. During the spring semester students present their research at a conference held at The Graduate Center. For most students, this is their first experience with the academic process of identifying journal articles and books, doing literature reviews, researching, writing and finally presenting their findings to an audience." Dr. Smith adds, "By undergoing this experience, undergraduates begin to understand the difference between merely acquiring information and adding to



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a body of knowledge, a psychological shift that defines the major difference between an undergraduate taking courses and a doctoral student conducting research. After undergoing this experience, they become even more empowered and motivated to pursue doctoral study and feel prepared to do so."

Other programs prepare students for the leap from undergraduate to graduate work. Notes Dr. Smith, "Master's students in the sciences have opportunities through the CUNY Bridges-to-the-Doctorate Program to conduct research in the labs of doctoral faculty in preparation for applying to doctoral programs. These students become part of a research team and contribute to the research that goes on in the lab. The faculty with whom these students work recognize their talents and come to depend upon them. Actually, this is the best kind of recruitment to doctoral programs. Providing an opportunity for undergraduates and master's students to do research and thereby to demonstrate their fitness for the intellectual enterprise can produce results that convince even the most skeptical among the faculty."

Research opportunities, particularly with undergraduates, open up communication about the graduate school experience, its challenges, opportunities, and rewards. Notes Janet Rutledge of UMBC, "With our program, undergraduates are getting research experience alongside graduate students. Summer programs are also very important; we run a number of them. But both the undergraduate and graduate Meyerhoff programs are not just a lot of detailed programs and events—they're also about caring for students, creating a dialogue about graduate study, and exchanging information that will ensure success for students. Some types of things get done to make the student feel a part of the campus—to make them feel connected; we make sure students have someone with whom to talk."

Lawrence Martin describes the unique bonding that can occur when faculty meet students in research experiences prior to matriculation as graduate students: "It's interesting how hard-nosed faculty can be until they meet these students as individuals. The difference in the level of commitment to the students after they've had an interactive experience is really dramatic. Put faculty and students together, and if they have a good experience on a creative project or in the lab, the faculty become invested in them."

LaDelle Olion of Fayetteville State is also the Chair of the North Carolina Consortium of Undergraduate Research where he works with many institutions across the state. He notes, "We prepare students to do research; they have internships in labs around the country. People should not assume that undergraduates are not being trained to be effective" in graduate-level research. In programs like this, they are developing transferable skills that will serve them well in whatever institution they choose to pursue graduate study.

## A Conversation with David Shafer

Interim Assistant Dean
The Graduate School
North Carolina State University

NC State received NSF funding to support a new initiative entitled the Alliance to Create Opportunity Through Education (OPT-ED). OPT-ED is an alliance among all NSF-sponsored diversity programs in the state of North Carolina (PREP, LSAMP, HBCU-UP, AGEP, CREST). Although it is administered at NC State, it is a true partnership among all NSF diversity programs housed at NC State, UNC-Chapel Hill, NC A&T, Saint Augustine's College, and Bennett College. Among other collaborative activities, OPT-ED sponsors an Alliance Day and is creating a statewide database of all participants in OPT-ED programs to track students' progress through the pathway to the Ph.D. and to ensure that they are aware of all opportunities (e.g., summer research, professional development seminars, etc.) through OPT-ED. Collaboration is one of the keys to helping students progress to the Ph.D.

There is an OPT-ED Alliance Day—a statewide conference where high school, undergraduate, and graduate students can present their research, to serve as an example to other students who may consider higher-level study.

Through AGEP, NC State has a summer research visitation program. Under this component, undergraduates visit NC State for a day in February; they talk to faculty and are encouraged to consider graduate school. The overall goal is to promote graduate education, but faculty certainly use the opportunity to recruit for NC State. They have various workshops including one on how to be competitive for graduate school. Under the research component of the program, students work 40 hours per week conducting research under the guidance of a faculty mentor, are enrolled in a GRE course, and attend professional development workshops. At the end of the summer, students are required to make poster presentations. NC State collaborates with other summer research programs to support undergraduates in their efforts to get to graduate school. In summer 2002, 60 students participating in four summer research programs at NC State made poster presentations at our annual summer research program symposium. Tiffany Jones, a summer 2001 research student, was written up in the local paper. She wanted to pursue marine and atmospheric sciences; she needed funding and got it through AGEP.

We go on recruiting trips where there is research presented. For example, at one event in Florida on the biomedical sciences, there were

1,000 research projects presented. Graduate school representatives and faculty attended. It's helpful when we can bring along faculty to speak to specifics about certain programs. We had someone representing our nuclear engineering program attend a summer research program presentation in Oak Ridge this year.

For recruiting purposes, the McNair Fairs are very well attended—and people from NC State go around and visit the various fairs.

If students reject the idea of graduate education, it can be because of funding— or because they don't know what a research-based degree is all about. We have to educate them about the Ph.D. Also, some students don't know what the process of gaining an advanced degree entails, so having a summer research experience provides a little more exposure to the process.

## Step 7: Revisit Admissions Criteria

### *Look Beyond the Numbers*

> *"Numerical data such as grade point averages and scores on standardized tests should be examined last and used to modify or adjust impressions gained from other information received. Numbers last."*
>
> Jules LaPidus
> Former President
> Council of Graduate Schools

All agree that underrepresented students must qualify for graduate school. The nature of the "qualification" has come into question as more deans question the value of GREs and GMATs as single indicators of success. Most of those interviewed suggest that the graduate school application process needs to look at multiple indicators in assessing a graduate application. Many suggest that deans look for real success indicators based on the experience of departments with current and past students. This, in fact, is what the GRE program recommends.

Lawrence Martin of Stony Brook University sees the challenge in changing from the "tried and true" methods of admissions and moving to a new way to evaluate prospective students: "The trick is getting programs to think about what the characteristics are that make students succeed in their program or their research enterprise. When you ask them, 'who are your best students, and why?', they don't come back and say they had the best GRE scores . . . It's research, it's publications,

presentations, whatever . . . Then you ask, 'What enabled them to succeed?' They answer, 'Well, they went to a summer research program, and they did this, and they did this and this.' Looking back, does this change how you screen applicants? They never mention GRE scores. Then you ask them, 'How do you screen applicants?' and they answer, 'Well, the first thing we do is have the secretary throw out anybody who doesn't meet the GRE requirement because we've got to do something. There are too many people.' We should look for indicators for the potential to succeed instead of looking for reasons to throw them out."

John Yopp of the Educational Testing Service is frustrated when he hears about institutions using the GRE as a first-round cutting device: "We've tried so hard to communicate about the proper use of the GRE—through the literature, talks, and other forms of communication. The scores are just one slice of the pie." (See Sidebar on GRE on page 29.) Dr. Yopp adds, "As an organization, ETS is responsible for getting good, reliable scores to institutions. Increasingly, the GRE Board feels it must assure proper use of the scores. Too often, the GRE is used as a scapegoat for the exclusionary policies of institutions. The role of the GRE is not to keep people out!" He adds that through its communication about the proper uses of GRE scores, ETS is "really pointing out the independence of decision makers when it comes to admissions decisions for graduate studies. In any department, dossiers, applications, and presentations on what the prospective student wants to study for the next five to six years are very important in admissions decisions."

According to Dr. Yopp, another frustrating misuse of the GRE is "when graduate schools with lots of applications inappropriately combine scores" to make a verbal/quantitative threshold. The GRE Board feels that it is the responsibility of the individual institutions to adequately inform their workforce about the proper use of the test results. But Dr. Yopp and his colleagues will continue to speak out to address the issue in papers, conferences, and Web content.

Al Carlozzi of OSU recommends a "move away from hard analyses. Include 'soft assessments' of prospective students' qualifications for admission, such as relevant previous experience and motivation to learn and succeed. The enthusiasm for the candidate reflected in letters of recommendation is important, as is the quality of the undergraduate institution. Determine if the candidate is an exceptional person by considering her/his accomplishments, and whenever possible assess professional motivation and work ethic via an interview process."

## A PERSPECTIVE ON THE GRE FROM ETS

GRE test scores are one factor among many that should be taken into account in admissions and fellowship decisions.[1] The complementarity between GRE scores and other elements of the application means that GRE scores should always be used in conjunction with those other elements. GRE tests are intended to measure only a portion of the individual characteristics that are important for graduate study: reasoning skills, critical thinking, and the ability to communicate effectively in writing in the General Test and discipline-specific content knowledge through the Subject Tests. These tests are not intended to measure other factors that influence a student's success in graduate school such as: motivation, interpersonal skills, prior achievement, creativity, and persistence. GRE test scores improve the predictive capacity of such other information as undergraduate grade point averages, letters of recommendation, application essays, and other writing submissions. Each of these elements of the standard application contains valuable information, but each measures different traits of the applicant and does so with different operational strengths and weaknesses. Specific guidelines for the use of GRE scores can only be developed based on the experience of a given department with its pool of applicants. Because the skill areas most important to success differ from discipline to discipline, it is important for admissions committees in each department to develop a sense of how GRE scores and other elements of the applicant's file relate to success in their program. GRE staff at the Educational Testing Service will be pleased to work with any department to organize and analyze their data on the relationship between GRE scores and success in the department's graduate programs.

[1] The following points have frequently been made in GRE publications, such as the GRE 2002–2003 *Guide to the Use of Scores*.

**Step 8: Secure Departmental Commitment**

For inclusiveness efforts to work, it is imperative to secure departmental commitment—in mind and spirit. Departments must have inclusiveness as part of *their* agenda—and they must seek ways to take the initiative. David Ferguson of Stony Brook University tells how both elements worked in a recent situation: "We consider it a victory for us in the Center for Inclusiveness when we get calls from departments. In one instance, a research speaker in biosciences came to campus. The department contacted us and the professor stayed an extra day to talk to underrepresented students about what it's like to be a professor."

At the University of Missouri–Columbia, Suzanne Ortega has found success in sharing ideas across departments and programs by engaging

the Directors of Graduate Study. Through more communication among the DGS group, she notes "a speeding up of the learning curve of people who tend to rotate quickly in and out of positions. This is a low-cost/high-impact process. The DGS's now share applications. For example, if one Hispanic student doesn't necessarily fit into one program, there may be a better match elsewhere. We don't lose the funding and we get the student as well." She adds, "The DGS's are a real source of energy and ideas. Too often they are undervalued. But they have a good sense of the institution and an eye for collaboration, so they can make efforts at inclusiveness work."

Another avenue for exposing departments to qualified prospects is through research collaborations that assist in the socialization aspects of graduate study. Gail Smith of the CUNY Graduate Center comments, "It is widely recognized that faculty have the responsibility to take students to conferences and professional meetings and to introduce students to their colleagues. This is an especially important method of socialization to the academy for underrepresented minorities who, even if they should find out about such meetings, may arrive to find few faculty who look like themselves and feel like fish out of water." She adds, "Further, to prepare students for faculty appointments upon graduation, we have the responsibility to work with underrepresented minority students on research projects that can lead to co-authorship. Minority students should never be allowed to leave a doctoral institution in search of a faculty position armed only with a Ph.D. Faculty must see to it that their students have presented their research at conferences and have some publications. This is what qualifies them for a faculty position, not their ethnicity alone."

**Step 9: Review What Works—And What Doesn't**

> *"Success breeds success. The success of the Meyerhoff undergraduate scholars program has changed the attitude of people on campus. The top students on our campus are Meyerhoff Scholars, and they go to graduate schools around the country. Of course our faculty encourage some of these students to stay here at UMBC."*
>
> Janet Rutledge
> UMBC

Check your numbers. It's helpful to review applications for admission, the percentage admitted, why rejections were made, and what the composition of graduate populations are by department on an ongoing

basis. Communicate what you know about departments to the department chair and program heads. Understand how the admissions process works in each department and assist departments to move toward change. Track change—visibly—and engage everyone in the academic enterprise in the progress toward your institutional goals. Obtain exit interviews from students leaving the program or graduate school. If there are failures, learn from them. If there are successes, try to replicate them across other departments.

According to UMBC's Scott Bass, "We get a lot of feedback from our graduate students, often through the Graduate Student Association, about the needs of students and this feedback has caught the attention of the administration." He adds, "We are studying the best practices of people around the country—lots of smart people are working on this—we can learn from what they've been doing."

**Step 10: Understand and Respect Cultural Differences**

One of the consistent themes in interviews with leaders at successful institutions is the need to understand cultural differences when you promote and attain a multicultural environment. It's important for faculty to be in tune with these cultural differences and know how to teach a diverse student population.

Jack Vitek of Oklahoma State University has had invaluable experiences with Native American students. He sees a growing interest in postgraduate education and often funding is available: "With Native Americans, for example, advanced degrees are becoming important. One of our Cherokee students finished an environmental sciences doctorate, yet being place-bound, he began his career working in a high school." Dr. Vitek provided another example that illustrated the importance of taking advantage of available funds: "If you are an Osage with a 'full head right,' resources of the tribe derived from oil production are provided yearly. One 21-year-old received $35,000, and used it to complete two graduate degrees. Many of his buddies never went to college. He used his resources wisely to improve his ability to compete for positions once he finished graduate school."

Tony Capomacchia of the University of Georgia thinks it's important to speak to prospective graduate students about racism—overt and covert. He asks them if they can handle it. Some don't want to think about racism, some don't recognize that it is still a reality in this century. Dr. Capomacchia talks about racism because it is important for students to be prepared for the possibility of disturbing encounters—and also to know that someone on the graduate staff is available if problems arise.

Understanding the cultural expectations for young people is also important. First-generation issues and expectations may vary. "As we know, many underrepresented students are the first members of their families even to attend college. Given this context, their ultimate goal is often to achieve a bachelor's degree. They work hard for it and their own expectation and that of their families upon degree completion is limited to getting a well-paying job," notes Gail Smith of the CUNY Graduate Center. "When presented with more ambitious options within higher education that require an additional six or seven years," she adds, "their only support system is the faculty mentor. Their families often cannot help them and, more often than not, do not even understand what they are doing. At CUNY, after undergraduates complete the CUNY Pipeline Program, which is designed to prepare them for graduate school, we invite their families to a recognition ceremony. At this time they see their sons and daughters in an academic setting that they themselves have never experienced and hear the President of the Graduate Center recognize their accomplishments and professional aspirations."

> *"Not all first-generation students are the same. Family expectations are different. In my family, going on for a graduate degree was exciting and equaled success. For others, that's not where the family wants you to be. In some cultures, a professional career may not be acceptable for married women with children."*
>
> Vivian Vidoli
> California State University–Fresno

It's important to create a climate of recognition and appreciation for underrepresented students—and for their families.

**Step 11: Communicate**

There is a real need to talk about inclusiveness efforts—on campus and off. Making the language of inclusiveness your language at the university is also very important. Suzanne Ortega, University of Missouri–Columbia, suggests "adopting a dual strategy, one that reminds people all the time about the importance of access and inclusiveness. The other strategy entails talking less directly about inclusiveness and diversity and simply embedding in the discussion more global issues. That is, you can talk about inclusiveness without necessarily labeling it a diversity or

inclusiveness initiative." As Dr. Ortega describes a series of events on campus addressing diversity and inclusiveness: "After a while, you may find that you're talking to the same group of true believers. It is important to reaffirm to them and to the campus at large that inclusiveness and diversity are core values and that everyone's contributions to it are extremely important." Dr. Ortega continues, "On the other hand, if you want to broaden your audience, you may want to find ways of showcasing the benefits of inclusiveness without necessarily calling it that." She provides an example: "We had a program on nonacademic career options for doctoral students where the keynote speaker was an African-American Ph.D. who is a CEO at a large company. This led to a totally different discussion and audience than we might otherwise have had. The topic was negotiating the nonacademic career market, but an inevitable part of the discussion was the importance of diversity in corporate America." She summarizes: "We can't afford to either totally bury the question of inclusiveness in our academic agenda or to totally isolate the inclusiveness conversation."

John Koropchak of SIUC agrees, "It requires constant vigilance . . . but the message is out there." He also suggests the need for "open, articulate, educationally sound reasons to promote diversity." Even communicating about graduate school itself is important. "Not just minority students, but undergraduates in general have no clue about graduate school. They don't want to be put in a position to create more debt. That's not the case with a fellowship, but they don't always know that."

> *"Talk about inclusiveness—put it in front of people."*
>
> Al Carlozzi
> Oklahoma State University

Other communications ideas include showing active visible support on campus in hiring practices, celebrations (Black History Month, Hispanic Heritage, Tribal-related), and other events. Producing newsletters and other printed materials that showcase the talent of a diverse student body can also integrate inclusiveness into campus culture. Social events that feature food, dance, customs of multicultural students can be educational for all—students, faculty, and staff. Inclusiveness should be everybody's responsibility. Even something as routine as a Web site can tell prospective students about your inclusiveness efforts. Notes Gail Smith of the CUNY Graduate Center: "One tip is to make sure your Web site is

friendly to everyone. Students go there for curriculum; faculty use it as well. Make sure to show the diversity of the entire institution, not just one office or one person."

**Step 12: Diversify Your Faculty**

One of the most difficult and persistent issues in the quest for inclusiveness is the effort to diversify faculty.

> *"We always want to do it backward, bring in students and expect them to desegregate and integrate the campus. Now if we brought in department chairs, administrators, and faculty—brought in that crowd first, that would make a difference."*
>
> Joseph Brown
> SIUC

For some, the idea of creating a diverse faculty in a department or program is difficult. "It's almost like picking family; there is a strong tendency to pick someone close to you, rather than to take a chance. There's the perception of a risk to pick someone not like you," notes Roosevelt Johnson of NSF.

Lawrence Martin describes the situation of faculty searches that are so narrow and specialized that they rule out many qualified potential faculty. He believes that many department chairs may want a diverse faculty, but they are inadvertently making the search criteria too narrow: "Ask any search committee chair, 'Why have you not hired an underrepresented minority?' They say 'None applied. We advertised . . . sent flyers to HBCUs, asked that they send us the best people, and they didn't apply.' Then you talk to students, good students who are ready to graduate and ask, 'How many of you have been approached about a faculty opening?' If you hear yes from more than two, that's more than I've ever heard." Dr. Martin continues, "Underrepresented students who are strong candidates feel that getting a faculty job is tough—and department chairs say they are doing everything they can to get minorities to apply. Part of the problem is that we constrain the search too much, make the criteria very narrow. We don't want a physics professor, we want this type of physics professor—and we look at the pool and they're all white folk."

Cristina González agrees: "Specialization is the faculty counterpart to the narrowness issue for graduate students." She states that when

universities advertise positions in an open fashion, with job descriptions that are not too highly specialized, their degree of success in recruiting women and minority faculty increases considerably. She adds, "The level of seniority of the faculty you hire also has an impact on diversity. The pool of senior faculty has fewer women and minorities than the pool of junior faculty. Universities should think about this when they make their faculty recruitment plans."

Charles Cowger of the University of Missouri–Columbia says there are creative ways to get new faculty members to succeed and adapt to life on your campus: "For new faculty, we offer summer research stipends for two summers to keep them out of the classroom during this time. This is very helpful for them as they move on and develop their own funded research."

## SPECIFIC IDEAS FOR RECRUITING AN INCLUSIVE FACULTY

- "We identified ABD individuals early, brought them to campus as visiting scholars for a three-day period. They met with faculty, who took them to lunch, dinner, and a community reception. They spent time talking to students and gave a guest lecture . . . I went after the departments that were particularly recalcitrant about changing the nature of their faculty . . . We hired two of these students over three years . . . Some of these departments really caught fire after three days with these individuals; they began to get to know them and stayed in touch with them. Unfortunately, we didn't have money to continue the program." Vivian Vidoli, California State University–Fresno

- "Utilize the resources of the Compact for Faculty Diversity and the national Alliances for Graduate Education and the Professoriate (AGEP) Programs, which have access to new minority Ph.D.'s from across the country." Gail Smith, CUNY Graduate Center

- "We hired a tenure-track physics candidate seeking postdoctoral experience and told him we would hold a job for him for two years. We have identified some talented Native American undergraduates and encouraged them to pursue a graduate degree and we would guarantee them a job back here. Some majority schools have not taken advantage of the approach to 'grow your own' faculty—that is, to choose the best undergraduates, get them to graduate school, and guarantee them jobs on campus. The Historically Black Colleges did this for years. They sent faculty away for advanced degrees and guaranteed them a place to teach." Earl Mitchell, OSU

## ONE MAN'S PATH

**Earl Mitchell**
Associate Vice President for Multicultural Affairs
Oklahoma State University

Dr. Mitchell describes his own path as a first-generation college student. His father expected him to get a job as a teacher, which he believed was a "safe and secure" career choice. He couldn't understand Dr. Mitchell's selection of pure chemistry for his area of study and certainly didn't understand his choice to move on to graduate school. When his friends were buying homes and settling down, Dr. Mitchell was making $221 a month and attending graduate school. But his choices made a difference to his siblings, all of whom received advanced degrees. In fact, he has two brothers who also hold Ph.D.'s in chemistry. His father "lived to see his sons achieve a status he never dreamed of."

Dr. Mitchell feels very strongly that graduate programs need to find ways "to be inclusive without being exclusive." When he administers the Louis Stokes grants, he supports underrepresented students. But he couples the funding with money from other sources, advertises it as "including but not limited to the specific ethnic groups," and finds ways to "achieve diversity in a broader sense" by appealing to "first-generation students, disabled students, [and] others [who] have been traditionally left out. There are a large number of nontraditional students, single parents, many women—one example, an African-American woman who commutes 150 miles across state lines to pursue her degree."

He believes that "the main concern is the partnership and commitment not to let the hurdles stop us from what we need to do. We need to be creative in getting the money—and we need to learn how to include others in underrepresented groups. We strive to increase the number of women on the faculty. We looked at departments and stacked them up to peer institutions. Every year, our affirmative action director does an analysis of every department (for ethnicity and gender) and, with our Affirmative Action Plan, we report the statistics to the government. But we pass the information along to the departments and central administration. We also look at salary data—and evaluate to make sure we're doing it right."

- "One department gave recently hired faculty the charge of regularly keeping in touch with advanced doctoral students from underrepresented groups at their graduate alma mater. By sending e-mails, keeping abreast of these up-and-coming ABDs, apprising them of life as a new faculty member at MU, and inviting them to campus as seminar

speakers, this department has developed a strategy for not only identifying very talented future colleagues, but of doing the groundwork necessary to increase the likelihood that they might accept an MU offer rather than one from another institution." Suzanne Ortega, University of Missouri–Columbia

## WHAT CAN WE DO? AN INCLUSIVENESS CHECKLIST

Where to start? Many institutions have the desire but don't know how to get an inclusiveness effort off the ground. Here's a handy checklist to get an effort started:

- ❑ **Know Your Own Numbers**
  How many underrepresented minorities are currently in each of your graduate programs? Know who they are, where they came from, how they found out about your institution and your program, why they chose your institution, how they have adjusted and what (if anything) will make them succeed or fail. Current (happy and successful) students can be an enormous help in extending the reach of your inclusiveness efforts.

- ❑ **Know Your Own Strengths by Program**
  Understand what research opportunities may be available, what curriculum may be attractive, what special aspects of your institution or programs may be appealing to an underrepresented student.

- ❑ **Create a List of "Selling Points"**
  Share this list of "selling points" about your institution with those who recruit. It may sound crass, but recruiting is a competitive business. Your list will certainly include the exciting academic environment on your campus but should extend to the attractions of the local community, clubs and organizations on campus, and social activities and opportunities off-campus.

- ❑ **Find the Money to Make the Recruiting Effort Worthwhile**
  Make sure that you can present a competitive offer to the prospective student: "Target programs. Which ones will attract minority students more than others? Don't spend all your money on the toughest programs with the most competition. Look for a way to quickly develop some success in recruiting." Doug Boudinot, University of Georgia

- ❑ **Create a Team**
  Create a team "with an agenda for the graduate college and the university as a whole." Al Carlozzi, OSU

- ❑ **Get Faculty Involved in Recruiting**
  More than letters and e-mails, this means face-to-face networking opportunities. Be selective about who you send. Not all faculty are equipped to "sell"—and this effort is all about selling your institution's programs to a prospective student.

- ❑ **Keep Track of Successful—and Unsuccessful—Recruiting Forays**
  Learn from both—hone the presentation, reevaluate the effort, and adjust it as necessary.

- ❑ **Identify Barriers to Success and Address Them**
  "If you don't have a team on campus to help, build one using community, staff, students. Go to external agencies to get funding if you can't get financial help from your institution." Vivian Vidoli, California State University–Fresno

- ❑ **Set Aside Time for This Effort**
  Inclusiveness does not happen overnight.

- ❑ **Don't Get Discouraged**
  Recruiting for inclusiveness requires thoughtful planning, innovative strategies, and dedicated, committed individuals to implement it effectively.

Effective recruitment is just the first step in inclusiveness. Retention of your underrepresented population of students is a goal addressed in the next CGS publication in this series, *Ensuring Success.*

# APPENDIXES

## APPENDIX 1

### Additional Contributors

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Tony Capomaccia, Associate Professor and Graduate Coordinator, Pharmaceutical and Biomedical Science Department, College of Pharmacy, University of Georgia

Charles Cowger, Director of the School of Social Work, University of Missouri-Columbia

David Ferguson, Distinguished Service Professor, Chair of the Department of Technology and Society, Stony Brook University

Jules LaPidus, Former President, Council of Graduate Schools

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# APPENDIX 2

## Selected Inclusiveness Programs

### Alliances for Graduate Education and the Professoriate (AGEP)

Contact:
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National Science Foundation
4201 Wilson Boulevard, Suite 815
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Phone: 703-292-4669
ryjohnson@nsf.gov
http://www.ehr.nsf.gov/EHR/HRD/agep.asp

### Ford Foundation Predoctoral Fellowships for Minorities

Margaret Petrochenkov
Fellowship Office, GR 346A
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550 Fifth Street, NW
Washington, DC 20001
Phone: 202-334-2872
NationalAcademies@NAS
http://national-academies.org/fellowships

### Ford Foundation Dissertation Fellowships For Minorities

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Fellowship Office, GR 346A
National Research Council
500 Fifth Street, NW
Washington, DC 20001
Phone: 202-334-2872
NationalAcademies@NAS
http://national-academies.org/fellowships

### Gates Millennium Scholars (GMS) Program

Gates Millennium Scholars
P.O. Box 10500
Fairfax, Virginia 22031-8044
Phone: 877-690-4677 (toll-free)
http://www.gmsp.org/main.cfm

### The Louis Stokes Alliances for Minority Participation (LSAMP) Program

Contact:
Dr. A. James Hicks
LSAMP Program Director
Division of Human Resource Development
National Science Foundation
4201 Wilson Boulevard, Suite 815
Arlington, Virginia 22230
Phone: 703-292-4668
ahicks@nsf.gov
http://www.ehr.nsf.gov/ehr/hrd/amp.asp

### Mellon Minority Undergraduate Fellowship (MMUF) Program

Contact:
Lydia L. English
Program Officer
The Andrew W. Mellon Foundation
140 East 62nd Street
New York, New York 10021
Phone: 212-838-8400
http://www.mmuf.org/

**Ronald E. McNair Postbaccalaureate Achievement Program**

Linda Byrd-Johnson
Office of Federal TRIO Programs
Higher Education Programs
Office of Postsecondary Education
U.S. Department of Education
1990 K Street, NW, Suite 7000
Washington, DC 20202-8510
Phone: 202-502-7600
Fax: 202-502-7857
or 202-219-7074
OPE_TRIO@ed.gov

**SREB (Southern Regional Educational Board) Doctoral Scholars Program**

Contact:
Ansley Abraham
Director
Southern Regional Education Board
592 10th St. N.W.
Atlanta, Georgia 30318
Phone: 404-875-9211, Ext. 273
doctoral.scholars@sreb.org

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